DOCUMENT RESUME

ED 174 698 UD 019 591

TITLE	Educational Opportunities through Federal Assistance Programs. Fiscal 1978.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	[79]
NOTE	26p.; For a related document, see ED 155 264; Not available in paper copy due to reproducibility of charts and photographs in the original document
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Compensatory Education Programs; Delinquents; Disadvantaged Youth; Educational Finance; Elementary Secondary Education; Federal Aid; *Federal Programs; Handicapped Children; Instructional Materials Centers; Migrant Child Education; Neglected Children; Program Effectiveness; *Remedial Programs; *Resource Allocations; *Special Programs
IDENTIFIERS	Ohio

ABSTRACT

This report summarizes Ohio's Federally funded assisted educational programs for the 1977-78 academic year. Reviewed are the size and scope of the following: (1) basic programs for disadvantaged youth; (2) special programs for migrant children; (3) special programs for handicapped children in State-operated schools; and (4) special programs for neglected and delinquent children in State-operated schools. Each review lists the degree of school district participation, grant awards, expenditures, program highlights, and program successes. Other activities and programs summarized include the allocation of grants for library resources and learning materials, programs for strengthening the Ohio Department of Education, and adult basic education programs. In addition, the main components of two public laws which provide funds to school districts are outlined and a financial summary of funds distributed by the Division of Federal Assistance is provided. (FB)

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EDUCATIONAL OPPORTUNITIES

through federal assistance programs

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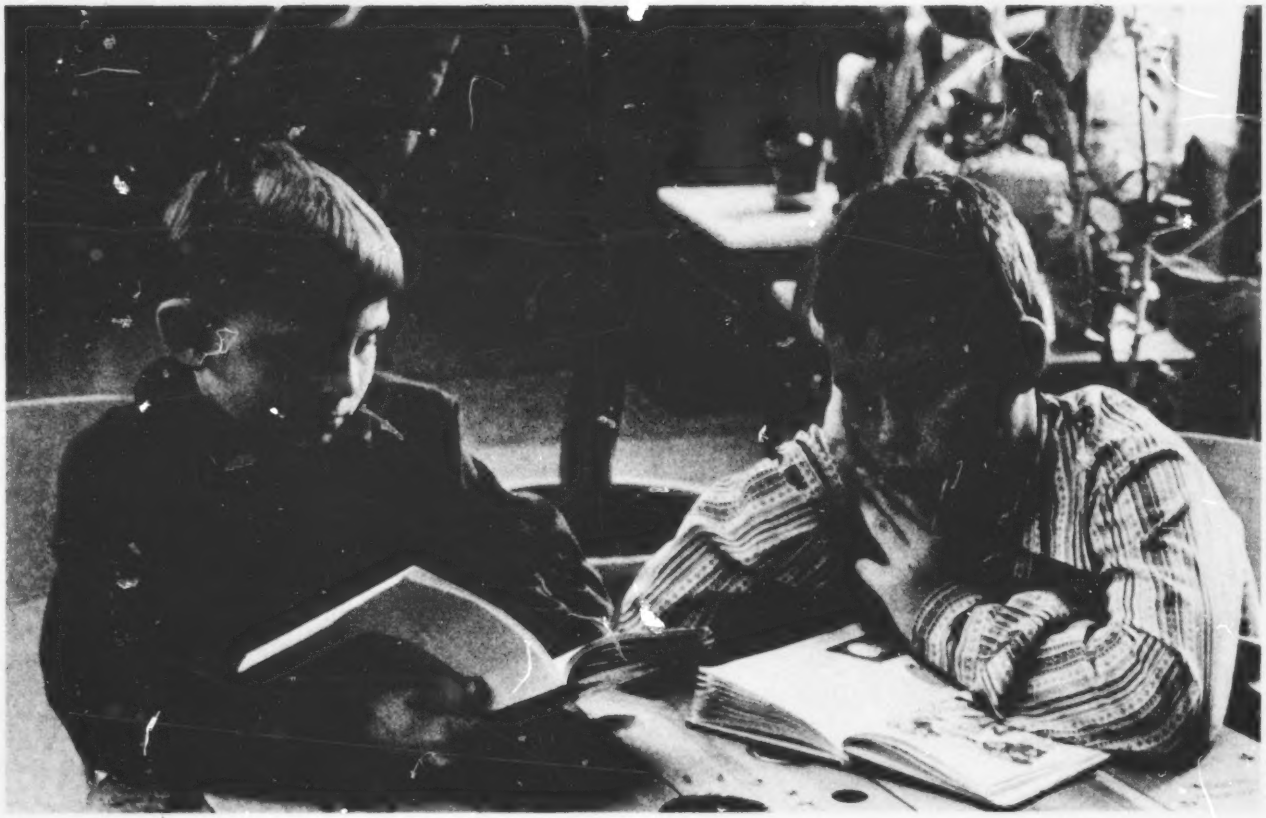


Division of Federal Assistance: An Overview

This publication, the 13th annual report of the Division of Federal Assistance in the Ohio Department of Education, summarizes division activities during fiscal 1978 (the 1977-78 school year and the summer that followed). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to:

- Understand the various programs administered by the division.
- Review the size and scope of these programs.
- Comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles.
- Recognize the progress made during the past five years.

During fiscal 1978, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act (ESEA):

- Basic Title I, designed to meet critical instructional needs of selected educationally disadvantaged children.
- Special Title I, designed to meet the instructional needs of children of migratory agricultural workers.
- Special Title I, designed to meet the instructional needs of handicapped children in state-operated and state-supported schools.
- Special Title I, designed to meet the instructional needs of neglected and delinquent children in state-operated schools.
- Title IV-B, which provides funds for library resources and other learning materials.
- Title IV-C, that portion which provides funds for strengthening leadership capabilities of the Ohio Department of Education.
- Adult Basic Education, designed for individuals sixteen or older who have less than a high-school education or its functional equivalent.

Responsibility for three other federal programs was also delegated to the division:

- Public Law 81-874, which provides funds for the maintenance and operation of schools in districts where federal activities impose a financial burden.
- Public Law 81-815, which provides funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Amendments to Public Laws 81-874 and 81-815, which provide funds to school districts replacing or restoring facilities destroyed or damaged as a result of major natural disasters.

Division Services

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet state and federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursement of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staffs; (4) state and regional workshops and meetings; and (5) publications and audiovisual presentations.

Conferences and Workshops

During fiscal 1978, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a two-day conference for Title I administrators, a meeting for new Title I coordinators and school treasurers, an interstate seminar for educators handling state agency Title I projects, a two-day conference for Adult Basic Education directors, and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Dissemination of Information

Guidelines for Title I and certain other federally funded programs require the state educational agency to disseminate pertinent information.

The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices. Publications for fiscal 1978 included:

The Clipboard. A periodic report about the various programs administered by the Division of Federal Assistance.

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure urging migrant parents to enroll their children in one of the listed programs.

Ohio's Summer Evening High School for Migrants. A brochure urging migrant students to attend evening classes and earn high school credit.

Program Profiles. A handbook with profiles of federally funded programs administered by the Ohio Department of Education.

These People Know. A booklet for educators and community leaders telling how Adult Basic Education makes a difference in people's lives.

Title I in Ohio: 12th Annual Evaluation of Title I ESEA, Fiscal 1977. A statistical report.

Publication Awards

The Ohio Department of Education received six awards in 1978 for Division of Federal Assistance publications.

The Clipboard was recognized as an exemplary newsletter by the Educational Press Association of America and given a distinguished achievement award. Of 94 awards presented, the one for *The Clipboard* was the only award going to a state department of education.

NASEDIO, the National Association of State Department Information Officers, recognized four division publications for excellence in educational communication. Three reports—*The Clipboard*, *Educational Opportunities through Federal Assistance Programs*, and *Title I in Ohio*—earned first-place awards of excellence. *These People Know*, a special publication about Adult Basic Education, rated a second-place award of distinction. An award of distinction was also given in the "Photos With Impact" category for photographs used in *Title I in Ohio*.

Jack Nairus (left), Cleveland's federal programs director, presented Jack Jennings, counsel for the House Education and Labor Committee, with a plaque following a speech on the Education Amendments of 1978.

Basic Programs for Disadvantaged Youth

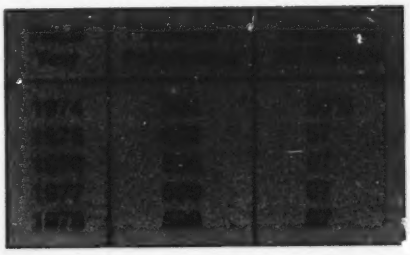
Title I of the Elementary and Secondary Education Act is funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. School districts receive grant awards to provide supplementary instruction for such students.

Each allocation is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

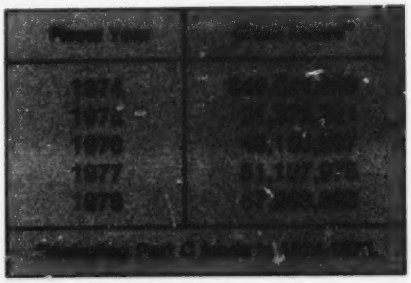
School District Participation

Nearly all school districts in Ohio qualify for funds and, except for a few with small allocations, most participate.



Summary of Grant Awards

Grant awards to Ohio school districts for basic Title I for the last five years total over $250,000,000. The amount for fiscal 1978 was the highest ever.



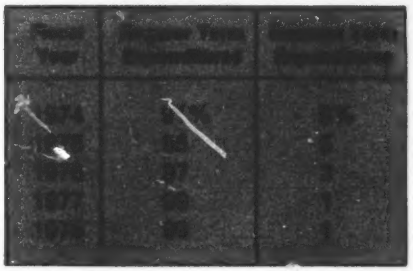
Expenditures by Major Categories

During 1978, ninety-three percent of all Title I expenditures went for salaries and related fringe benefits, including inservice education. Another three percent was spent for instructional materials, supplies, and equipment. The remainder was for supportive services.

Expenditures by Regular and Summer Term

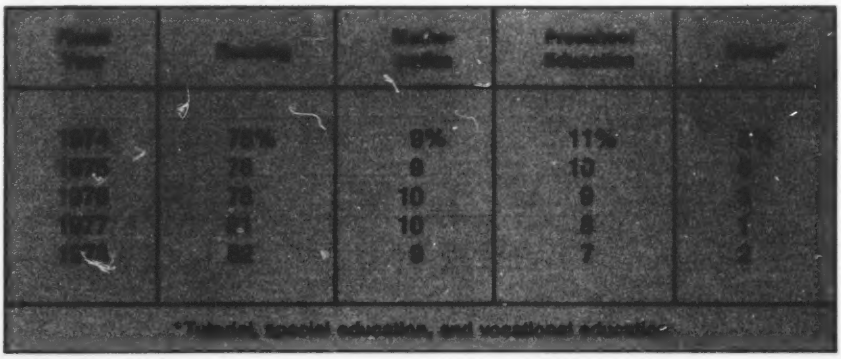
Of 599 Ohio school districts using Title I funds in fiscal 1978, ninety-six percent provided regular term instruction only. Four percent had Title I activities during both the regular and summer terms. Three school districts had summer term instruction only.

Nearly all Title I money is now used during the regular term. The reason is that participating children can be helped on a more concentrated basis. For the past two years, ninety-nine percent of all expenditures has gone for regular term programming.



Expenditures by Major Instructional Areas

Eighty-two percent of all Ohio Title I money was used for reading instruction in fiscal 1978. Mathematics was a distant second, with preschool education third in importance. Tutorial services increased slightly, raising the "other" category to two percent.



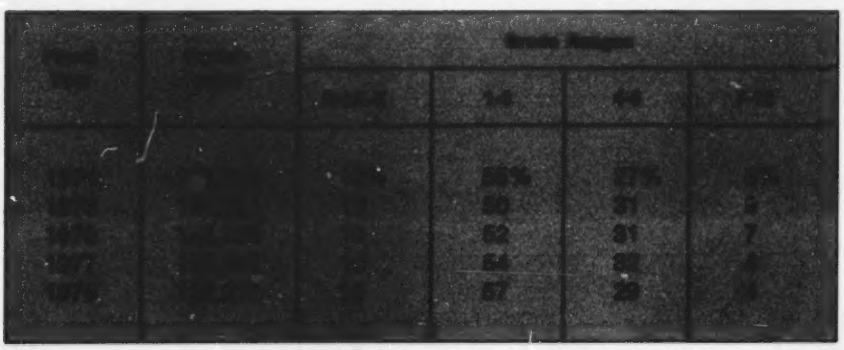
Participant Selection and Enrollment Trends

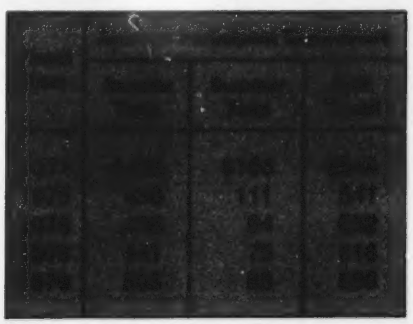
After identifying its qualifying attendance areas, each school district determines the most crucial educational needs of all children living in these areas. Services are planned to help students most in need of supplemental instruction. Nonpublic students residing in the qualifying areas and students in homes for neglected and delinquent children are included in the planning and provided appropriate services.

Sixty-seven percent of the children participating in Title I during fiscal 1978 were enrolled in grade three or below. Twenty-nine percent were in grades four to six. The low percentage of participants in grade seven and above does not mean there are no educationally disadvantaged secondary school students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

Participant Expenditure Trends

In fiscal 1978, the 117,652 children in regular term activities only were served at an average cost of $503 each. Cost for the 4,260 students in summer term activities only averaged $83. Cost for the 4,284 enrolled both terms totaled $586. One trend to note is that expenditures are low for the average summer term participant, concrete evidence that Title I services in Ohio are concentrated in the months children are already in school.





Student Progress

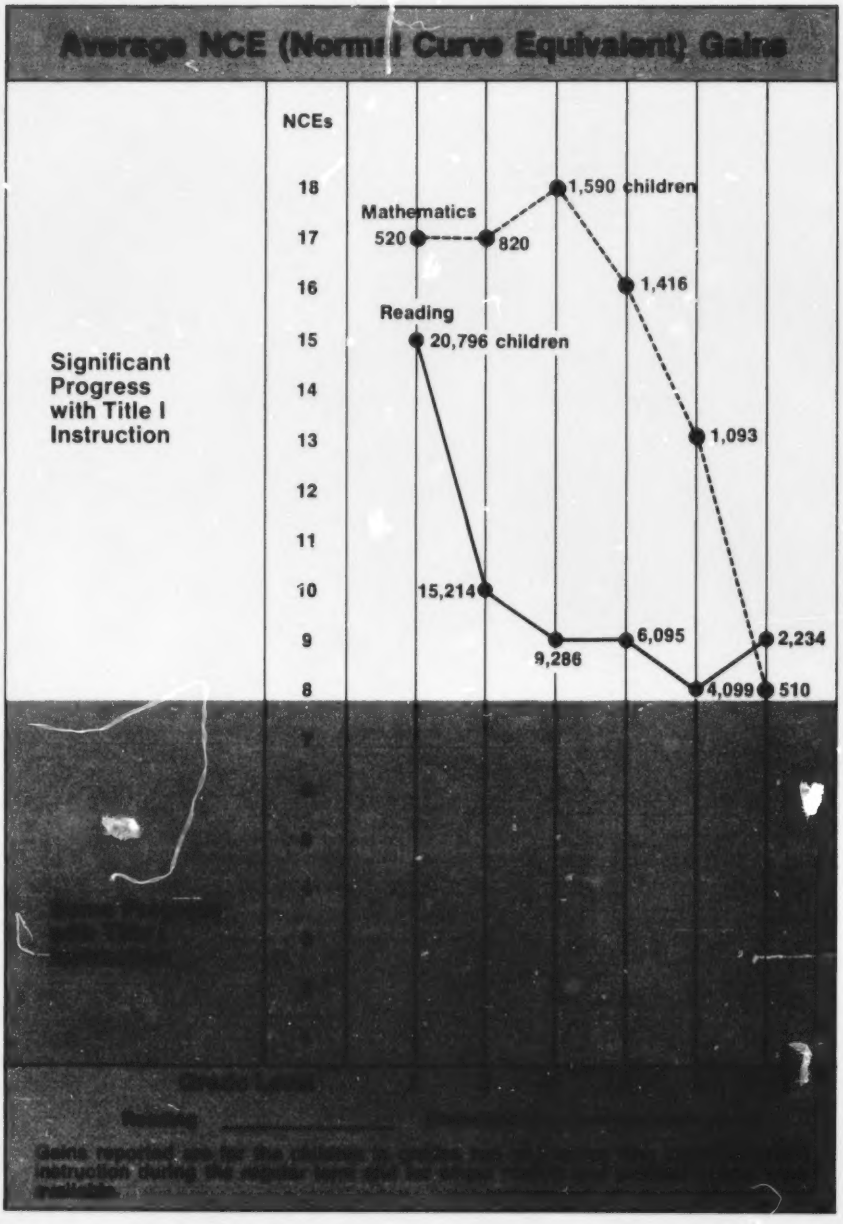
Standardized tests are used to check student progress. A test is given about the time students begin Title I instruction in the fall and again near the time instruction ends in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting is especially designed to measure academic gains which can be attributed to extra instruction provided by Title I. This evaluation model, used for the first time in fiscal 1977, is designed for students in grade two and above. A gain of seven or more NCEs is considered significant.

Statewide, 106,994 students were in Title I reading during the regular fiscal 1978 term and 7,791 during the summer which followed. Overall average gain was twelve NCEs. Especially encouraging was the fact that average gains were the greatest in grades two and three where the largest numbers of students were served.

A total of 10,917 students received extra mathematics instruction during the regular term and 5,716 during the summer. Overall gains averaged fifteen NCEs. Gains in math were higher in the lower grade levels than those for reading, but it should be kept in mind that considerably fewer students were served in the math area.

A more detailed explanation of the impact of Title I instruction and the NCE system of reporting is included in *Title I in Ohio*, a separate report prepared by the Division of Federal Assistance.

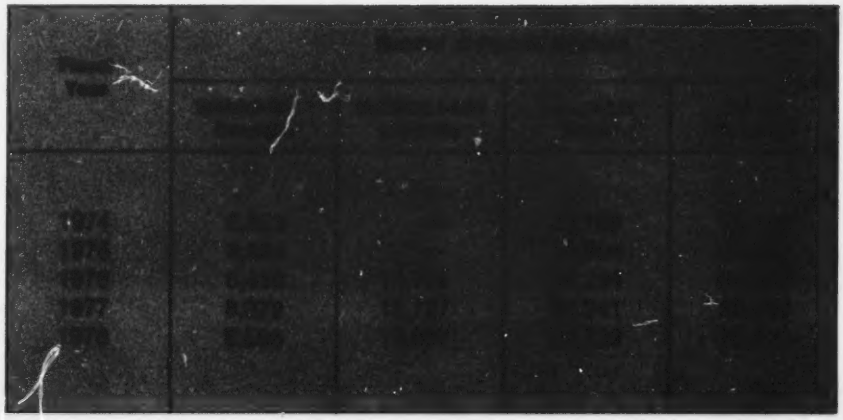


Parent Involvement

Parent involvement is an important means of improving Title I effectiveness. In fiscal 1978, nearly 8,600 parents served as members of district-wide parent advisory councils.

For the third year, building-level councils were also required and nearly 20,000 parents served as members. This is a ratio of one parent per six children.

Thousands of other parents were involved in classroom visits, home visits, and group meetings held in addition to council meetings.



Title I Successes

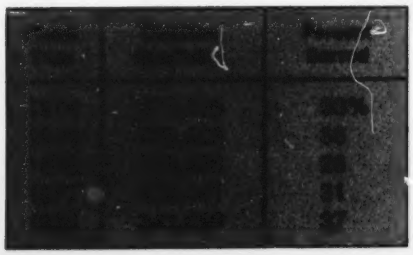
Several reasons for the success of Title I in Ohio in fiscal 1978 are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on development of basic reading and math skills.
- Coordination of Title I and classroom instruction.
- Reliance on building principals as instructional leaders.
- Meaningful involvement of parents in advisory and planning roles.

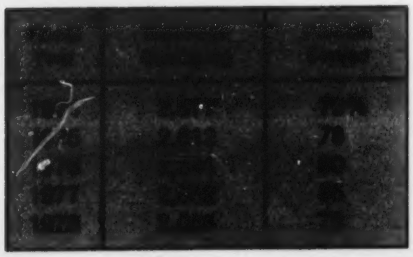
Title I Limitations

A generally accepted principle of Title I is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that a substantial number of dollars must be used per child.

When limited funds are available to school districts having many eligible children, not all the children who meet the selection criteria can be served. In 1978, only thirty-seven percent of the qualifying children in Ohio could be served.



Title I has been, and is now, funded at a much lower level than authorized by Congress. The percent of qualifying building attendance areas that receive Title I services has ranged from seventy-six to eighty-five percent in the last five years.



Title I Challenges

Title I is working in Ohio, but much more must be done before the instructional needs of all eligible children are met.

Several courses of action by school administrators are indicated to assure Title I's future:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- Urge teachers to develop an individual instructional plan for each child receiving Title I help.
- Seek ways to motivate more participants to improve their reading skills.
- Convince legislators and the public through the development of effective publications and audio-visual presentations that Title I helps children.

Concerned parents and educators must also convince members of Congress that:

- Title I has helped thousands of children annually to improve their ability to read and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Local school districts and states cannot solve educational problems alone. *Federal aid is essential.*

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act. In fiscal 1978, thirty-one Ohio school districts participated and 5,078 children were enrolled.

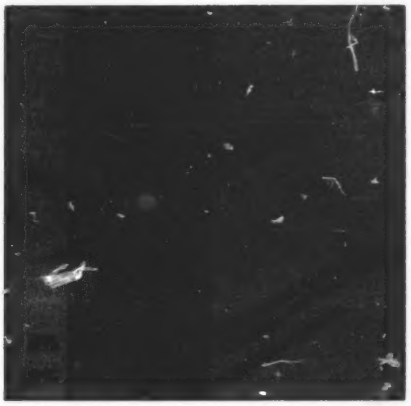
Instructional emphasis is on helping children develop English language skills. Oral language, in particular, is stressed as a preparation for reading instruction.

Summary of Grant Awards

During the past five years, the funds available for educational services for migrant children in Ohio have remained relatively constant.

Expenditures by Major Categories

Eighty-four percent of the money used in fiscal 1978 went for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. During the summer months pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to a national data bank.



Programs and Participants

Thirty-one Ohio school districts were involved in migrant education in fiscal 1978, one more than in 1977. Enrollment was down twelve percent from that of fiscal 1977.

Participants by Grade Ranges

In fiscal 1978, sixty-two percent of the migrant youngsters receiving Title I instruction were enrolled in grades one through six. Another twenty-two percent were in prekindergarten or kindergarten. The remaining sixteen percent were in grades seven through twelve, down two percent from fiscal 1977.

Fiscal Year	Grade Ranges			
	PreK-K	1-3	4-6	7-12
1974	19%	41%	29%	11%
1975	23	37	28	12
1976	21	37	27	15
1977	21	39	26	14
1978	22	38	27	13

Highlights and Accomplishments

Fiscal 1978 highlights and accomplishments for migrant education in Ohio include the following:

- The five districts enrolling the most migrant students were, in rank order: Fremont, Old Fort, Leipsic, Otsego, and Patrick Henry.
- Seven school districts—Canton City, Evergreen, Four-County Joint Vocational, Genoa Area, Leipsic, Otsego, and Vanguard Joint Vocational—conducted summer evening classes for 316 high school students. Of these, 186 had from one quarter to one unit of credit transferred to schools of their choice in Texas, Florida, or wherever they plan to graduate.
- Four districts — Evergreen, Four-County Joint Vocational, Genoa Area, and Vanguard Joint Vocational—conducted Adult Basic Education concurrently with summer evening classes for high school students.
- Every district employed a recruiter on a full- or part-time basis to encourage parents to enroll their children in the nearest migrant school and assist with other aspects of home-school liaison.
- The Migrant Education Center staff at Leipsic provided services to local districts. Activities included consultant services, development of instructional and recruitment materials, and distribution of media resources.
- State-sponsored workshops were held for various groups including administrators, teachers, aides, recruiters, transfer record clerks, nurses, and cooks.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.

Special Programs for Handicapped Children in State-Operated Schools

Title I of the Elementary and Secondary Education Act, as amended, provides supplementary funds to meet identified educational needs of handicapped children in state-operated schools. Two agencies in Ohio — the Department of Mental Health and Mental Retardation and the Department of Education—operate schools which qualify.

In fiscal 1978, the Department of Mental Health and Mental Retardation provided Title I services to 7,472 youngsters. Participants included mentally retarded children in residence at Apple Creek, Broadview, Columbus, Gallipolis, Mt. Vernon and Orient state institutions. Title I services were also provided to emotionally disturbed youngsters under treatment in Central Ohio, Dayton, Millcreek, and Sagamore Hills psychiatric hospitals and at St. Vincent Children's Center. In a third area, services were provided to trainable mentally retarded children in schools operated by county boards of retardation under the auspices of the Ohio Department of Mental Health and Mental Retardation.

The Ohio Department of Education provided Title I services to 488 selected children in residence at the State School for the Blind and the Ohio School for the Deaf.

As indicated below, the total number of students served through Title I tends to vary from year to year.

Fiscal Year	[illegible]
1974	[illegible]
1975	[illegible]
1976	[illegible]
1977	[illegible]
1978	[illegible]

Participants by Age Ranges

In fiscal 1978, fifty-one percent of the handicapped children involved in this area of Title I were age nine or under. Percentages of students in this and other age ranges are shown below.

Instructional Activities

Instructional activities for these handicapped children were diversified. Institutionalized mentally retarded youngsters were involved in language development experiences, pre-vocational workshop training, and physical development. Instruction for hospitalized emotionally disturbed children was primarily directed toward improvement of reading and math skills.

Educational needs of trainable children in schools operated through county boards of retardation are quite varied. One reason is that many of the children are nonambulatory or multihandicapped in other ways. Services provided through Title I included basic skills training, speech training, occupational therapy, physical development activities, and home instruction.

Title I at the School for the Blind included mobility training, speech and hearing therapy, and improved psychological services. Students at the School for the Deaf were provided speech therapy, work-study classes, and occupational counseling.

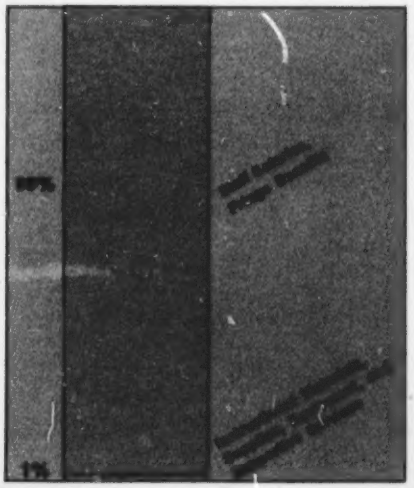
Summary of Grant Awards

Funding for handicapped children in state-operated schools in Ohio has averaged over $5,400,000 for the past five years. In fiscal 1978, the amount increased by eleven percent over that for fiscal 1977. This was enough to cover inflationary increases and serve 869 additional children.

Fiscal Year	Grant Awards
1974	$5,154,655
1975	5,154,655
1976	5,154,655
1977	5,580,238
1978	6,175,712

Expenditures by Major Categories

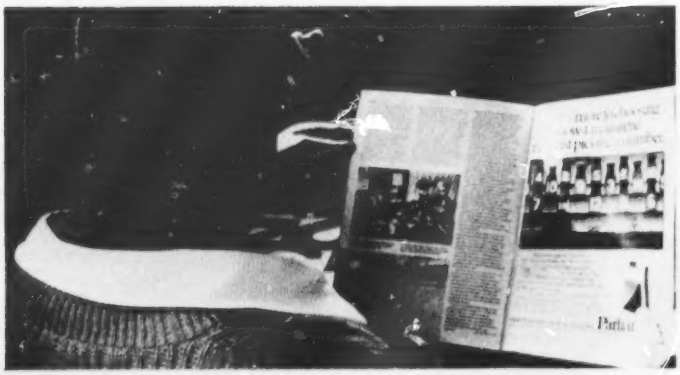
Nearly all the funds spent in fiscal 1978 were used for staff salaries, contracted personal service contracts, and fringe benefits. A survey of job titles indicates that many of these employees were specialists in language development, developmental instruction, preschool education, physical therapy, and occupational therapy.



Efforts and Achievements

The following are typical of Title I efforts and achievements related to handicapped children in state-operated schools:

- Several thousand trainable mentally retarded children learned such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with their teachers and parents.
- Parents of trainable children were involved in many instances so that skills learned at school could be practiced and used at home.
- Counseling of students in grades five through twelve was a major activity at the Ohio School for the Deaf. Among the seniors, twenty-three were placed on the job and six others were assisted in college placement procedures.



Special Programs for Neglected and Delinquent Children in State-Operated Schools

Through special provisions in Title I of the Elementary and Secondary Education Act, educational programs for neglected and delinquent children are conducted in state-operated schools. The Ohio Youth Commission, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans Childrens Home receive funds.

During fiscal 1978, the Ohio Youth Commission used Title I funds to help 944 delinquent youngsters in ten schools. Emphasis was placed on remedial and developmental reading instruction. Another activity was supplemental math instruction.

The Ohio Department of Rehabilitation and Corrections provided reading and math instruction to 370 eighteen- to twenty-year-old men serving terms at the Mansfield Reformatory and the Lebanon Correctional Institution.

The Ohio Veterans Childrens Home provided 82 residents with extra reading and math instruction, tutorial assistance, and speech therapy. Supportive activities included development of motor coordination, perceptual training, and psychological services.

Fiscal Year	Grant Amount
1974	$1,000,000
1975	$1,000,000
1976	$1,000,000
1977	$1,000,000
1978	$1,000,000

Summary of Grant Awards

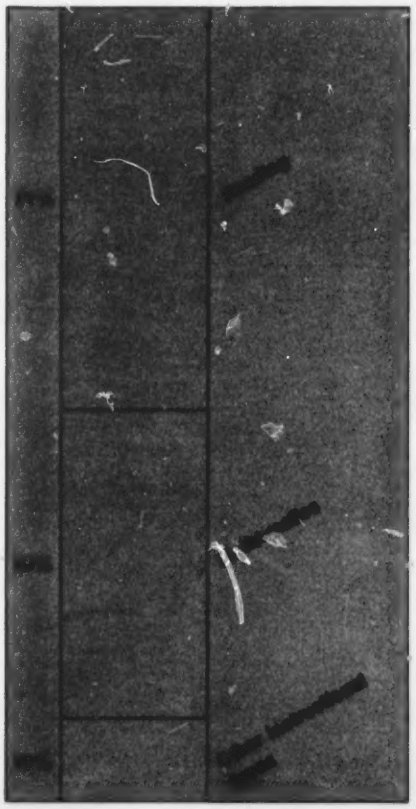
Funds available for supplemental educational programs for neglected and delinquent youngsters in state-operated schools have averaged just over $1,000,000 for the past five years.

Fiscal Year	Grant Amount
1974	$ 1,000,000
1975	$1,000,000
1976	$1,000,000
1977	$1,000,000
1978	$1,000,000

Expenditures by Major Categories

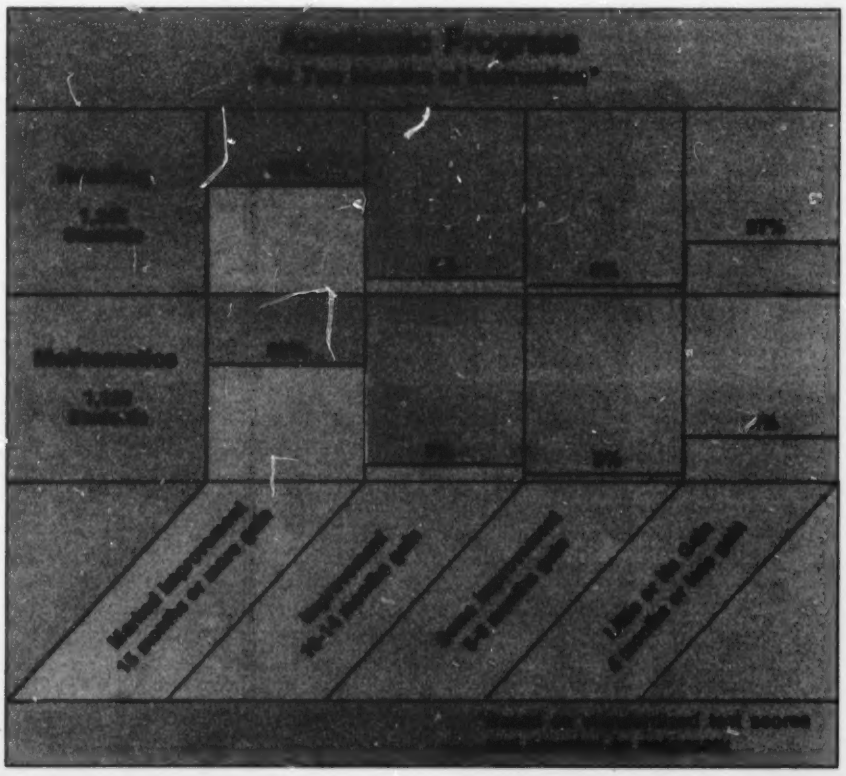
During fiscal 1978, ninety-six percent of all expenditures went for staff salaries, personal services contracts, and fringe benefits. The remainder was for instructional resources and supportive services.

Expenditures can also be categorized by major instructional areas. In fiscal 1978, ninety percent was divided between reading and mathematics instruction. Other instructional areas included special education and tutorial services.



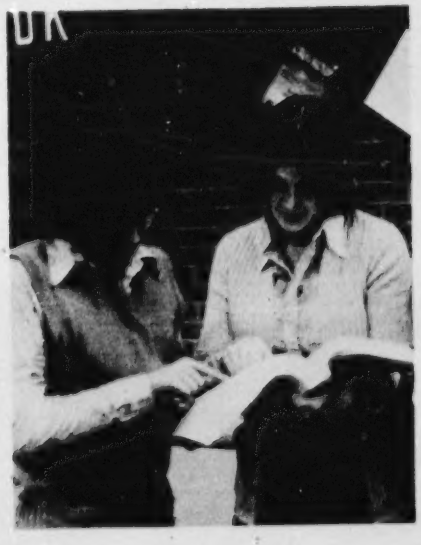
Student Progress

Most of the 1,396 participants in fiscal 1978 received extra instruction in both reading and mathematics. To evaluate the effectiveness of this instruction, standardized tests were used to check students' skills when they began instruction and again when instruction ended. Outstanding success was reported in reading with fifty-nine percent of 1,245 students gaining fifteen months or more. Sixty-two percent of 1,130 students gained fifteen months or more in mathematics.



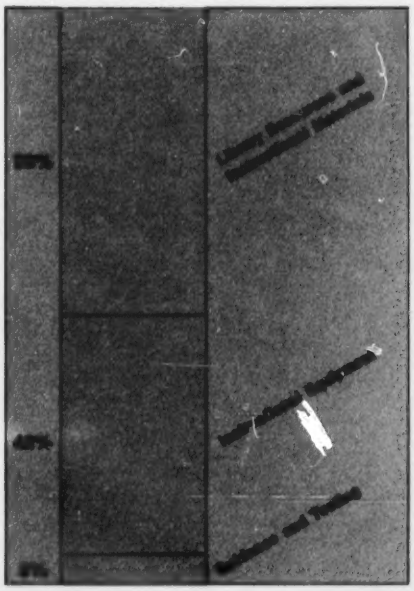
Grants for Library Resources and Learning Materials

Fiscal 1978 was the second year several grant awards were consolidated under ESEA Title IV-B. The funds allocated to each school district can be used for three purposes: library resources and instructional materials; instructional equipment; guidance and testing materials or services. Distribution among these purposes is at the local level.



Expenditures by Major Categories

Of funds spent in fiscal 1978, fifty-three percent was used for former ESEA Title II types of purchases—school library resources and instructional materials. Forty-two percent was for equipment which would previously have been purchased with NDEA Title III funds. The remaining five percent was used for guidance and testing materials and services, which were once provided for in a portion of ESEA Title III.



Title IV-B Impact

Nearly all of Ohio's 616 city, exempted village, and local school districts use their Title IV-B allocation. Others receiving and using funds include joint vocational school districts and state-operated schools for the handicapped, neglected, and delinquent. In fiscal 1978, there were 648 projects approved.

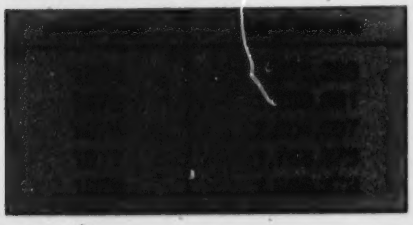
Impact and benefits vary from district to district, but nearly all students benefit directly through the availability of new library books, motion pictures, filmstrips, multimedia resources, or other instructional materials. Additional or replacement projectors and other audiovisual machines improve learning opportunities. Expenditures in the guidance and testing area are usually for up-to-date testing materials.

Apparent indirect benefits during the years that federal funds have been available include:

- Increased numbers of elementary media centers in place of unorganized classroom collections.
- Willingness of boards of education to employ additional, qualified school librarians.
- Improved cataloging of library books, audiovisual materials, and other learning materials.
- Greater variety of high quality, current collections of books and media resources.
- Improved opportunities for students to learn library and research techniques at an earlier age.
- Additional equipment to help teachers use a greater variety of instructional techniques, which help students learn in different ways.
- A shift of emphasis from teacher-operated equipment to student-operated equipment.
- Improved testing, counseling, and guidance services.

Programs for Strengthening the Ohio Department of Education

Strengthening the leadership capabilities of state educational agencies is the purpose of Section 431(a)3 of ESEA Title IV-C. Grant awards for the last five years total nearly $8,800,000.



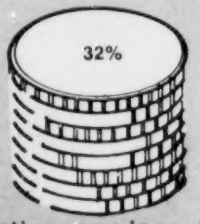
Expenditure Patterns

Services provided and expenditure patterns for fiscal 1978 are shown on page 17.

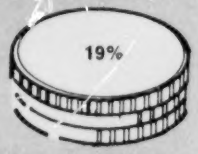
Fiscal 1978 Highlights

Federal funds help the Ohio Department of Education improve leadership and consultative services to the state's 616 school districts in numerous ways. Noteworthy activities supported in fiscal 1978 included:

- The Division of Computer Services and Statistical Reports increased its data storage space and communication lines thru installation of a new digital hardware system.
- The Division of Educational Redesign and Renewal produced three publications—*Making Political Decisions; Motivation: Unleashing Learning Power;* and *Social Responsibility: A Teachable Skill.*
- The pupil transportation section of the Division of School Finance conducted a training workshop for about 250 school bus mechanics and initiated a preservice school bus driver training program.
- A two-day inservice meeting was held for all members of the department's professional staff.
- The Division of Elementary and Secondary Education provided consultative services in both general and special areas. The latter included adult education, art, English, language arts, music, physical education, science, and social studies.
- The Division of Special Education provided assistance in the area of gifted education and began a systematic monitoring procedure to improve and expand services for handicapped children.
- The Office of Urban Education offered technical assistance in various areas including education for the educationally disadvantaged, Title IX compliance, and English as a second language.
- Two newsletters were published regularly—*Slate* for statewide distribution and *Edcom* for in-house distribution.



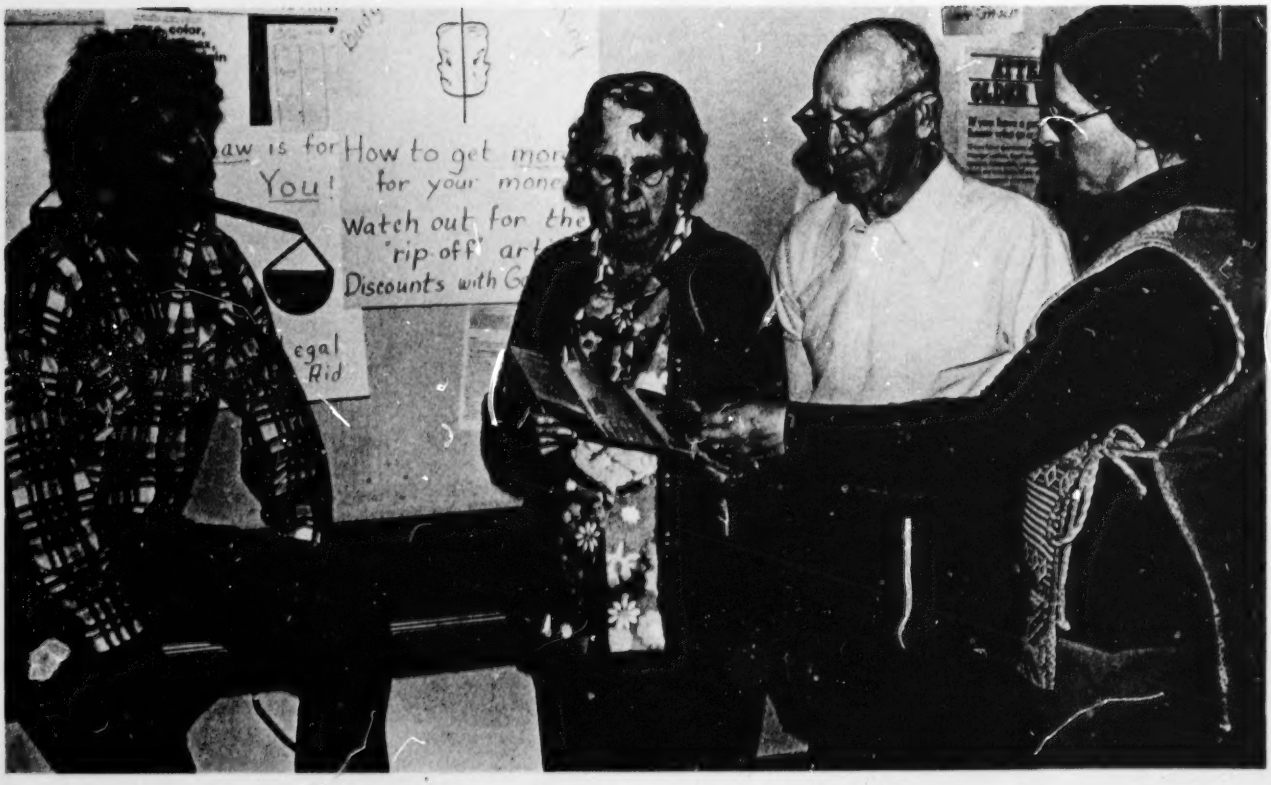
Consultative services to Ohio school districts in urban education, state-funded programs for disadvantaged pupils, special education, adult education, art, music, physical education, and pupil transportation.



State-level leadership, including development of specialized curriculum materials, provision of legal services, coordination of federal grant programs, and inservice education for the professional staff.

Evaluation of elementary and secondary schools, certification of school personnel, and review of teacher education provided by Ohio colleges and universities.

Internal support for fiscal control, collection and processing of data, graphic arts production, and communications.



Adult Basic Education

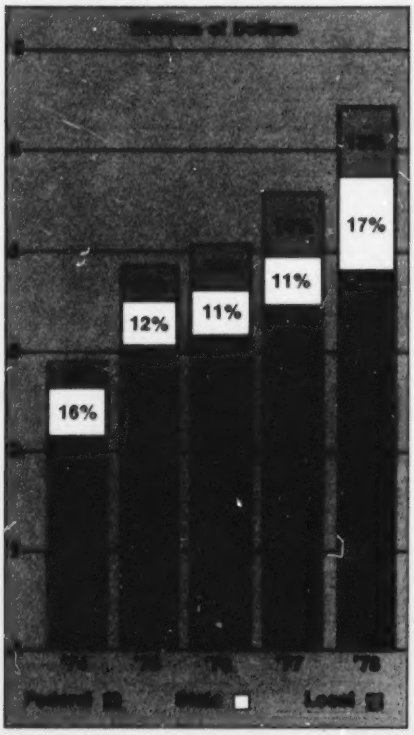
Adult Basic Education (ABE) is for persons sixteen years of age or older who have less than a high school education or its functional equivalent. Highlights for fiscal 1978 included:

- Enrollment increased from 34,361 students in fiscal 1977 to 38,341 in fiscal 1978. This neared the 1976 high of 39,483 despite a second consecutive year with exceptionally adverse winter weather and several school closings for fiscal reasons.
- The number of ABE students learning English as a second language was 3,498 in 1978, up slightly from 3,433 in 1977.
- A total of 15,613 students, or forty-one percent of all 1978 enrollees, studied in learning centers rather than formal classroom settings.
- Nearly all the 1,197 teachers, administrators, and aides having full or part-time ABE responsibilities attended one or more staff development activities during fiscal 1978. The Division of Federal Assistance, The Ohio State University, and 40 school districts were involved as sponsors. Much of the cost was covered by separate funds set aside by Congress for staff development.

Summary of Funds Available

ABE funds come from three sources: federal, state, and local. During the past five years, federal funding has averaged slightly over $3,000,000. Even in a time when school funds and contributions by cooperating agencies are hard to come by, local contributions in actual dollars or donated services increased by twenty percent in fiscal 1978.

Federal guidelines require that at least ten percent of all funds for Adult Basic Education come from either state or local sources. In 1978, Ohio exceeded this requirement by twenty percent.



Expenditures by Major Categories

During fiscal 1978, eighty-nine percent of the money expended for ABE was used for salaries and related fringe benefits, including in-service education. Seven percent went for instructional materials and consumable supplies. The remaining four percent was used for supportive services.

Participation Patterns

Recruitment efforts in Ohio are targeted toward adults having basic academic skills at the eighth-grade level or below. Eighty-five percent of the students entering ABE in fiscal 1978 were at this instructional level.

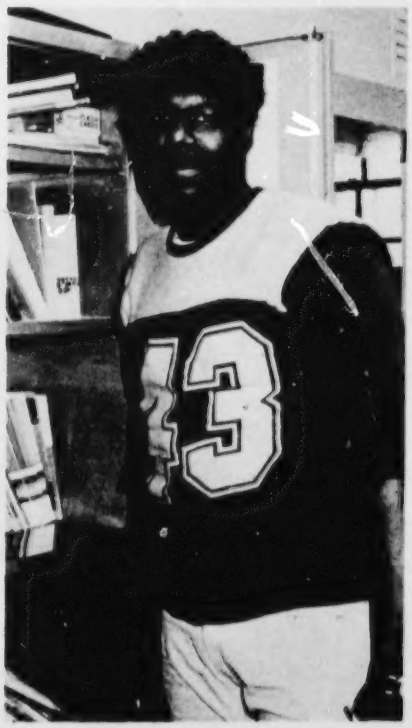
A total of 119 ABE programs were funded in fiscal 1978, five more than in 1977.

1974	114	34,667
1975	114	36,364
1976	119	36,469
1977	114	34,361
1978	119	36,341

As might be expected, ABE programs vary considerably in size. Cincinnati had 5,875 students in fiscal 1978 and Cleveland had 5,609. Columbus ranked third with 3,914 students. Akron, Dayton, Scioto Valley, and the Ohio Department of Corrections each served between 1,000 and 2,000 students. Percentages of students served in these and smaller programs are shown at the right.

5,000 to 6,000 Students	
Cincinnati	
Cleveland	40%
Columbus	
1,000 to 2,000 Students	
Akron	
Dayton	
Ohio Department of Corrections	14%
Scioto Valley	
400 to 999 Students	
Canton	
Clermont-Northeastern	
East Cleveland	
Hamilton	
Lorain	
Mansfield	
Middletown	19%
Muskingum JVSD	
Ravenna	
Springfield-Clark JVSD	
Toledo	
Upper Valley	
Warren	
Youngstown	
199 to 399 Students	
Forty-Five Districts	20%
Less Than 199 Students	
Fifty-Three Districts	7%

No significant shifts in enrollment patterns have taken place during the past five years.



Fiscal Year	Sex		Age Range		
	Male	Female	16-24	25-44	45+
1974	39%	61%	18%	49%	33%
1975	40	60	19	51	30
1976	40	60	19	51	30
1977	38	62	18	50	32
1978	39	61	20	49	31

Interagency Cooperation

Through the years, cooperation with business, industry, and other governmental agencies has become increasingly important. Selected examples of joint efforts in fiscal 1978 included:

Barnesville and Lancaster with branches of Ohio University.

Canton with a community treatment and corrections center.

Cincinnati with the city waterworks.

Cleveland with the main public library.

Columbus with a United Cerebral Palsy Center.

Eastland JVSD with Rickenbacker Air Force Base.

Fairborn with a low-rent housing unit.

Four County JVSD with churches.

Mansfield with Progress Industries.

Marietta with the Washington County Home.

Middletown with Unity House.

Princeton with Goodwill Industries.

Ravenna with H.D. Industries.

Scioto Valley with Buckeye Hills Career Center.

Toledo with International Institute and Guadalupe Center.

Warren with Fairhaven Sheltered Workshop.

Participant Accomplishments

Many specific indications of student progress or personal accomplishment were reported for fiscal 1978:

3,599 passed the GED or received a high school diploma.

2,600 went on to advanced education or training.

2,269 obtained a job as a result of experience gained in ABE.

1,471 registered to vote for the first time.

1,016 discontinued their dependence on public welfare.

844 changed to or were upgraded to a better job as a result of ABE.

478 received a driver's license.

183 became U.S. citizens.

The financial impact of these accomplishments includes a savings to taxpayers of about $2,000,000 in public welfare. Beyond that, projected income of persons who obtained jobs as a result of ABE or who changed to or were upgraded to better jobs will generate an estimated $3,700,000 in taxes annually.

Adult Basic Education truly illustrates one of the many ways Ohio is using federal, state, and local resources to help its residents help themselves.

Public Laws 81-874 and 81-815

Public Laws 81-874 and 81-815 provide aid to districts on which activities of the U.S. Government place a financial burden. Amendments also provide financial assistance to school districts affected by major natural disasters. The U.S. Office of Education processes applications, determines priorities and payments, and sends funds directly to local school districts. The state educational agency acts as liaison.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government; (2) provision of public education to children who live on federal property or whose parents are employed on federal property; (3) a sudden, substantial increase in school attendance as a result of federal activities; and (4) children residing in approved low-rent housing projects.

School districts eligible for assistance—in most instances those in which three percent or more of the students qualify—apply for funds and receive partial payment early in the school year. Final payments are made after end-of-year reports are submitted. Funds received for the first three purposes listed above may be used for any purpose authorized by Ohio law. Funds received for children residing in low-rent housing are used to provide ESEA Title I-type services.

In fiscal 1978, the split was about eighty percent for general maintenance and operation of schools and twenty percent for services in low rent housing areas. Fifty-eight school districts in seven counties—Clark, Cuyahoga, Franklin, Hamilton, Greene, Licking, and Montgomery—received eighty-two percent of the total receipts. The remainder went to sixty-one districts in twenty-eight counties.

Fiscal Year	Districts	Receipts
1974	125	$ 9,852,603
1975	125	9,331,436
1976	133	8,482,069
1977	120	12,877,304
1978	119	12,192,027

Funds for Construction of School Facilities

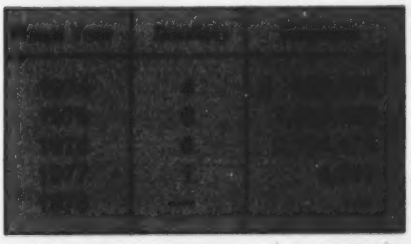
Public Law 81-815 authorizes financial aid for construction of urgently needed school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and other instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

During the past five years, minimal funds have been made available and no Ohio districts have received funds.

Funds for Schools Affected by Major Natural Disasters

Amendments to Public Laws 81-874 and 81-815 provide for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major natural disasters. In fiscal 1978, no Ohio school districts received funds.



Division of Federal Assistance: Fiscal 1978 Financial Summary

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	$57,263,893
	Special grant to meet educational needs of migrant children	1,494,770
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children in state-operated schools	6,175,712
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,184,262
		66,118,637
ESEA Title IV-B	Grant for library and learning resources	**7,695,794**
ESEA Title IV-C	Grant to strengthen the Ohio Department of Education, Section 431(a)3 only	**1,968,373**
Adult Basic Education	Federal grant for Adult Basic Education	3,761,368
	State grant for Adult Basic Education	930,000
	Local support for Adult Basic Education	723,620
		5,414,988
Public Laws 81-874 and 81-815	Maintenance and operation of schools in federally affected districts	**12,132,027**
	Total	**$93,329,819**

PUBLICATION CREDITS

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Public school systems of Cleveland, Columbus, Dayton, Four-County JVSD, Finneytown, Gallia County, Genoa Area, Loudonville-Perrysville, Mansfield, Marietta, Patrick Henry, Perry (Lake County), Ravenna, Scioto Valley, Warren City, Youngstown; Buckeye Youth Center; Hamilton and Miami County Boards of Mental Retardation; Mohican Youth Camp; Ohio School for the Deaf; Ohio Veterans Childrens Home; Scioto Village; Ohio Department of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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